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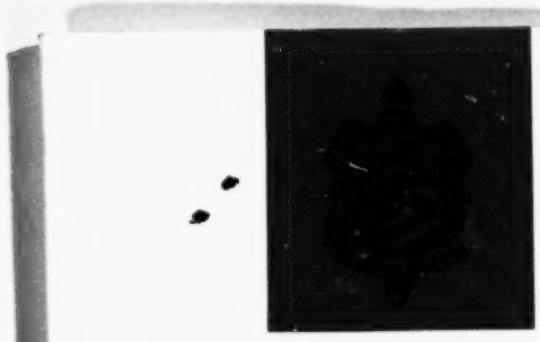
Inservice programs in selected southern school systems experiencing desegregation are described with the intent to guide administrators and teachers in developing and extending similar programs in their own districts. Interviews with superintendents, principals, teachers, and other professional personnel revealed wide variation among inservice education practices. Suggestions and cautions to be followed in planning, developing, and implementing effective inservice programs related to problems of school desegregation are also listed. Special institutes supported by USOE funds under Title IV of the Civil Rights Act (P. L. 88-352), which were held during the summer of 1967 for inservice personnel on college and university campuses in 14 States, are described. (HW)



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A Guidebook

by

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INTRODUCTION

In recent years emphasis on desegregation has been focused throughout Southern school systems not only as a legal obligation, but also as an opportunity to provide all children a quality educational experience with equity. This point of view has been indicated by the determination and the daily efforts of administrators, teachers, and parents, working cooperatively in their communities, to see that their children become integral and contributing citizens of the schools in which they are enrolled. In many school systems the years since 1954 have been characterized by determined efforts to develop program advances productive of maximum educational values.

This booklet was prepared for the purpose of providing descriptions of the diverse in-service programs used to advance the development of quality education. Accounts of the techniques, methods, and approaches used by administrators and teachers for in-service preparation programs were included. Specific guidelines and cautions for the preparation and implementation of such programs, based on their experiences, were also included. The booklet was not intended to be all-inclusive; rather, the main purpose was to report the variety of effective practices, suggestions, and considerations. It was hoped that administrators and teachers could make use of the booklet as an aid in the development of in-service preparation programs or as a means of comparing current local plans with those which were included.

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QUALITY EDUCATION AND IN-SERVICE PREPARATION

The relationship of quality teaching and the preparation of the teacher generally is well understood and accepted. That quality teaching is an objective of school boards, superintendents, and teachers themselves is well documented.

With the desegregation of Southern school populations, and especially with faculty desegregation, the emphasis on and concern for quality teaching has not lessened but has increased. Quality teaching now is expected to occur in an intercultural context — a context that demands new attitudes, concepts, understandings, generalizations, experiences, and training for both white and Negro teachers. The approaches and techniques to improved quality, however, are many and varied. One of the most effective and often utilized approaches has been the in-service training program for school personnel.

The effective in-service approach today must be reinterpreted and modified and put to use in a context that has different situational factors — namely, those factors occasioned by a desegregated school system — which must be faced largely without precedent or research findings for guidance. Local school systems can make progress toward quality instruction and can contribute to a lessening of the "shock" influence of desegregation on education by developing in-service programs of their own.

Although there is no perfect or "package" in-service program tailored to meet the needs of all school systems, there are some features in all in-service programs that could be used by most school systems. Effective programs begin with an identification of the programs and the needs of the local staff and they provide the basis for the selection

of the activities and the techniques to be included in the in-service program.

Many school systems have effective in-service program activities geared to the solution of a variety of problems. Accounts of a variety of these practices, activities, suggestions, and steps to follow are included in this booklet in the hope that teachers, administrators, and others may find them useful in their attempts to develop effective local programs of in-service education.

The Concept of In-Service Preparation. In general, "in-service education" is considered to involve those activities and experiences in which teachers participate for the purpose of solving their instructional problems or meeting certain professional needs so as to improve teaching effectiveness. Teaching requires continuous improvement on the part of teachers throughout their entire careers. For continuous improvement to occur in some degree it is necessary for teachers to participate voluntarily in activities specifically designed to improve teaching. Good teaching cannot be made to occur by mere order; much of it results from an interest in becoming a better teacher and this motivation must come from within the teacher.

Characteristics of an Effective Program. An effective in-service education program includes a variety of activities whereby teachers may improve their knowledge and their technique. It should enable them to acquire skills to minimize the problems which impede effective instruction. The activities of the in-service program are selected on the basis of their effectiveness in solving (1) the problems that worry, disturb, and annoy people; (2) the problems that limit their effectiveness; (3) the questions to which they are seeking answers; and (4) the issues which they themselves believe to be important. In-service activities operate for the improvements they can make, for the growth in vision and under-

standing they may engender, and for the good they can do. In joining together in an in-service program to consider the alternatives and to plan approaches to the solutions of problems of instruction, teachers improve the quality of instruction for which they are responsible.

Excellent guidelines to follow for the development of in-service programs have been provided by the AASA Commission on In-Service Education for School Administration.

1. *Initiating the program* — Conditions must exist whereby it is reasonably easy to get in-service programs under way. The approach must be kept simple. Requirements must not become unduly restrictive, establish precedence, exclude innovations, or limit creative and forward looking action;

2. *Planning Responsibility* — Planning any in-service program should be shared by those who receive the service and those who provide it;

3. *Finance* — The in-service program should be so financed that nobody in the system will be deprived of services essential to the effective operation of the schools in the system because of lack of funds;

4. *Orientation* — The in-service program should be indigenous to the locality in which the service is rendered. It should be related to problems that actually exist, that are real and that are of vital concern to the persons receiving the service. An in-service program is not likely to be effective if it is built upon make-believe or imaginary problems;

5. *The Point of Beginning* — To start where people are is as essential to an in-service program as it is to any other aspect of the educational enterprise. The in-service program should allow time for growth in understanding, step-by-step progress in the modification of practices, and a gradual approach to the reshaping of purposes and objectives;

6. *Know-How and Knowledge* — The in-service program that is not fully committed to imparting knowledge and understanding as well as to developing know-how is not worthy of being well supported or long sustained;

7. *The Individual* — The individual's role in an in-service program must be an active one. He must want to profit from his experi-

ence. He must want to grow. He must be willing to give unsparingly of himself for this purpose;

8. *Personnel* — The people who take major responsibility for making the contacts and providing the cluster of services that constitute a total in-service program must be capable, thoroughly informed, and highly successful in working with mature people in informal situations. They have to make decisions, they have to act, they have to take responsibilities, and whatever they do and however they perform their tasks has a telling influence on the lives of the people to whom they are responsible and on the character of the institution which they serve;

9. *Flexibility* — The element of flexibility is predominant in any in-service program that is problem oriented and adapted to the needs of local school systems. Cooperative planning opens the way for flexibility that may be achieved through a wide variety of approaches;

10. *Team Spirit* — People who seek assistance and receive help through an in-service program should not get the impression that they are being talked down to or that they are being regarded as unequals of the people providing the service. A true team spirit — a spirit that is more than make-believe — must prevail;

11. *Simplicity* — An in-service program is likely to be most effective in its early stages if it is simply organized, if it avoids undertaking too many things at once, and if it does not become involved too early in a problem or issue that is so complex and so intricate that a long span of time will be necessary to arrive at appreciable goals;

12. *Policy* — Policy should indicate broad purposes, authorize the use of funds and facilities, and provide for appropriate participation of personnel in the school system in the in-service program. The policy should be well publicized so that people in the school district will understand clearly the ends to which school funds allocated for this purpose are being used and be fully aware of the special efforts that school personnel are making to improve their professional competencies;

12. *Resources* — The in-service education program should draw on a wide variety of resources — information, materials and personnel — outside as well as inside the field of education;

13. *Policy* — Policy should indicate broad purposes, authorize the use of funds and facilities, and provide for appropriate parti-

cipation of personnel in the school system in the in-service program. The policy should be well publicized so that people in the school district will understand clearly the ends to which school funds allocated for this purpose are being used and be fully aware of the special efforts that school personnel are making to improve their professional competencies;

14. *Payoff* — The in-service program must stand up well under the rigid test of usefulness. The teachers and other professional personnel must be fully convinced that the time, energy and financial resources devoted to the in-service program are yielding real benefits and adding strength to the educational program at points where it is most needed.[1]

OVERVIEW OF IN-SERVICE PROGRAM PRACTICES IN SELECTED SOUTHERN SCHOOL SYSTEMS

The educational objective in a desegregated school is no different from that in a segregated school — good teaching for effective learning to take place. Yet teachers need some new techniques — new approaches to make certain that the desegregated school develops an educational climate conducive to good teaching and effective learning. In an earlier pamphlet of this series the significance of the teacher and quality education in a desegregated situation was pointed out.[2]

The teacher's role in a school desegregation plan is crucial. He helps or hinders the adjustment of each child to the new experiences of the classroom. He also helps parents to form their opinions and shape their attitudes toward school desegregation and its resulting effect on the educa-

[1]ASSA Commission on In-Service Education for School Administration, *In-Service Education for School Administration.* Washington, D.C. American Association of School Administrators, 1963, pp. 67-76.

[2]Bash, James H., *Effective Teaching in the Desegregated School.* Bloomington, Indiana: Phi Delta Kappa, 1966, p. 7.

tion of their children. The teacher's greatest influence is exerted through the children he teaches. In the long run, school desegregation will be judged by its effect on learning and on the behavior of adults who attended desegregated schools.

Because the teacher needs to understand his "new" pupils, their backgrounds and their special needs, and because his creativity and adaptability in providing suitable education to meet these special needs may well be his greatest contribution to the success of school desegregation in the community, it is necessary that provisions be made whereby the teacher may "feel at home" among these new and different situational factors.[3] To meet this significant need of teachers a new in-service training approach with its multiplicity of possibilities is proving to be effective and well established.

In-service programs, with many and varied activities focusing mainly on teaching in desegregated schools, may be found in most of the Southern states. Interviews with superintendents, principals, teachers, and other professional personnel reveal that a large number of these programs are concerned with instructional problems that grow out of the desegregation process. Descriptions of such experiences are included in this pamphlet to serve as guides to school personnel for the continued development of in-service activities already underway.

In-Service Education Practices. This study revealed wide variation among in-service education practices. These practices included workshops, seminars, retreats, television, "buddy" systems, institutes, use of consultants and specialists, and activities focused on the development of curricular and instructional materials.

[3] *Ibid.*, p. 7.

IN-SERVICE PROGRAM PROCEDURES AND STRUCTURED PROGRAMS FOCUSED ON INSTRUCTIONAL AND CURRICULAR PROBLEMS

In one Mississippi school system the in-service program was centered on improving the curriculum and the instructional processes. Periodic meetings of the professional personnel of the entire school system were held on a desegregated basis. Personnel were organized into groups on the basis of subject matter and grade level for the purpose of revising the curriculum and reorganizing the component courses of study.

In another Mississippi community the superintendent initially focused in-service efforts on administrators and then moved the emphasis to the teachers and instructional areas. In the beginning, the superintendent met with the principals once a week on a desegregated basis for a period of time and then once every two weeks after the schools opened. In addition, the superintendent met with groups of 15 to 18 teachers on a racially mixed basis. At these meetings an attempt was made to orient principals and teachers to the conditions under which the board was operating as well as to identify some problems that faced the teachers. The teachers were encouraged to develop a library of pertinent materials related to teaching in desegregated schools, teaching culturally and educationally deprived children, and other subjects which they themselves felt they should understand in preparing to teach desegregated groups of children. In the words of the superintendent:

> . . . the human relations expert is not the approach that should be taken at all. The problems of instruction are the bases upon which to establish professional relationships and the human interaction follows out of the cooperative approach to the solution of such problems.

In a Texas school system it was indicated that both

white and Negro teachers had been involved in instructional committees for a long period of time. Negroes had visited in white schools and whites had visited in Negro schools. Much interaction resulted from this procedure prior to desegregating the schools. The superintendent observed that "for the most part, we were really prepared for in-service programs involving both Negroes and whites."

In New York 60 teachers in a school with one-third white, one-third Negro, and one-third Puerto Rican enrollment developed multi-ethnic curricula and materials. These materials were used not only in the Bronx school where they were developed but were disseminated to other schools in the city.

In Georgia a city school system focused much of its in-service education program on instructional problems and not precisely on the matter of interrelationships of staff members or upon the preparation of staff members for dealing with problems of youngsters of other cultures. Several "classes" were directed by central office staff members, while some classes were designed and directed by local school faculties.

Another feature of this in-service program was the arrangement for "released teachers." Released teachers observed other classrooms and other teachers as they proceeded in their desegregated classes. In this plan, 25 or 26 unassigned teachers were employed on a contract basis to serve as substitutes in the released teacher program. In addition, an instructional training center was maintained where, among other activities, there was a communications skills laboratory designed to raise the level of proficiency of teachers to deal with speech problems, writing, reading, listening, etc.

A Florida superintendent indicated that "total involvement" was the best approach. His belief was that teacher aides, both white and Negro, should meet with their class-

room teachers in their instructional meetings for planning purposes with respect to an evaluation of teaching. "During these instructional meetings comment sheets and other instruments should be developed and utilized by teachers in cooperation with the school administrative and supervisory staff." The fact was emphasized that there should be "stepped up" in-service opportunities, particularly for teachers of pre-school youngsters. An individual observation by the administrator suggested that schools be "teamed" for:

1. Inter-school faculty study;
2. Exchange of teachers;
3. Exchange of students' programs; and
4. Exchange of other types of activities.

The suggestion was that there "should be a sharing of all activities in order to implement the teamed school concept." In addition, the training of leaders from the teamed schools should be the primary aim of the in-service education program.

One in-service education program carried on by a Maryland school system was totally devoted to instructional and curricular problems. Some of the problems grew out of the desegregating of the schools; however, they were not treated so much as problems of desegregation as such, but more as instructional problems. One procedure employed in this in-service program was that of bringing all principals and supervisors together for one day. Superintendents from two large cities were invited to talk to the groups about their local situations. After the talks the group dealt with simulated problems, such as might be anticipated in connection with desegregation. It was assumed that when the principals and supervisors understood the significant factors and problems they would increase their own insights and appreciations of such factors. It was believed that the people in administrative and supervisory positions could, with reorient-

ed perspective, lead teachers in the same kind of experiences.

In one large Tennessee school system the initial desegregation workshop was short range, lasting for no longer than two days. The primary purpose of the workshop was to prepare teachers for the initial experience of teaching in a desegregated classroom. First, a clear explanation was issued that desegregation was an accomplished fact; second a statement was released which described the manner in which desegregation was to be accomplished; and third, the faculty was organized into small groups in which significant questions were discussed in short sessions under the leadership of trained personnel. The first in-service session was devoted to training 40 teacher-leaders in dealing with other integrated groups. Each of 40 leaders then met with groups of 20 teachers for a period of two days and followed the procedure described above. The superintendent was involved in that he spoke to all 40 groups simultaneously via closed-circuit television on the first day of the workshop for 30 minutes. Resource people were also made available from other desegregated school systems. As the group leaders developed their topics and dealt with questions raised, the resource people circulated from group to group and rotated among all of the sessions of the groups. The belief was held that in the long run, a one, two, or three-week, or even a year-long workshop on desegregation was effective after a teacher had some experience in the desegregated classroom. The reasoning was that at the outset it was most important to have a short work-session with integrated groups to get teachers "ready" for the initial experience. Inasmuch as the in-service program was based on experience, its true value to the teachers became known after they began to have their own experiences in desegregated classrooms.

The short work-session approach found additional

proponents in Florida. The belief was held, in at least one Florida school system, that teams of counselors and teachers from each of two schools, one predominantly white, the other Negro, should go through some pre-desegregation activities, such as exchange of programs for faculty meetings. It was believed further that the leadership of the principal and superintendent was crucial to the success of this in-service program.

In addition to in-service program techniques focused on instructional problems, a number of school systems employed unique and varied approaches in attempts to assist teachers to become more skillful in discharging their responsibilities in the desegregated situation. For example, nearly all of the 900 administrators in a large urban school system in the East spent at least two full week-end "retreats" in a voluntary program aimed at alleviating staff resistance to desegregation. The retreats started on Friday afternoons. When the participants registered, they were given packets of "paperbacks" and other reference materials. The week-end began with formal talks by sociologists, psychologists, and other social scientists, usually from universities, who described and analyzed national desegregation problems and offered solutions. The formal speeches were followed by small-group decisions of local problems. Later on, the administrators who had attended a number of retreats participated in monthly dinner "briefings" for the purpose of "boosting" lagging spirits and to prepare formal presentations for the annual meeting of the American Association of School Administrators in Atlantic City.

Programs Emphasizing Mass Media and Public Relations. In a number of school systems in-service activities were not confined to the personal interaction of the participants but relied upon the mass media for the dissemination of information. In the District of Columbia special courses

were held for principals, experienced teachers in key schools, and new teachers in an effort to strengthen understanding of problems of race relations and to stem the flow of whites to the suburbs. Using the same technique, Massachusetts teachers viewed 15 early-morning television programs on race relations sponsored by the State Department of Education and Tufts University. The viewing sessions were followed by faculty discussions in individual schools. Additional evidence, suggesting confidence in television as an in-service tool, was revealed by the use to which it was put during the Watts riots. Teachers in Los Angeles were given a "crash" in-service television course designed to overcome the effects of the Watts riots and to promote better understandings of minority groups.

Public relations values were emphasized in the in-service program of an Arkansas school system. The belief was held that a successful preparation for desegregation involved an in-service education program for both teachers *and parents.* It was held that there was a need for community action.and that the establishment of home-study groups was the most effective technique to use. In this school system a community council, composed of the president's of the F.T.A.'s, the principals of the schools, and others, was organized. The objective was to improve public relations. The study council met monthly at 10:00 a.m. and a free nursery was arranged for young children. The meetings were rotated among the schools and in each school there was a chairman on arrangements. A "calling committee" invited representatives of civic clubs, elected officials, and others in the power structure who might be benefited by attending the meetings. The structure of the program established a communications pipeline.

Programs Emphasizing Human Relations. A number of school systems used a variety of approaches and techniques

focused on human relations. One Arkansas superintendent reported using a human relations specialist to work in local workshops. The consultant's primary objective was to develop in-service programs for both white and Negro faculty members, to develop among teachers a better understanding of people of other races and cultures, and to bring about a better understanding of economically, socially, and educationally deprived children. The in-service program in a large city school system in Missouri was concentrated in two areas. First, emphasis was placed on the development of skills in human interactions and human relations and, secondly, emphasis was on incorporating into subject matter areas the content of inter-ethic relationships appropriate to the subject matter.

One Maryland school superintendent emphasized the significance of understanding people. "I am a firm believer that human beings, when we find out about them, are not monsters." This same superintendent revealed that he had scheduled a policy meeting for every other Monday in which he involved the central staff, two principals, and two teachers. Persons in the latter two categories were selected by the superintendent from lists of persons suggested by the principals' and teachers' groups. The superintendent always selected one white and one Negro teacher to attend his policy meetings.

With respect to in-service education, a Delaware superintendent offered the following statement:

> We do not see the teachers as colored or white. What we see is a problem. If a white person or colored person is part of the problem, or is himself in need of assistance, we counsel with him. We deal with problems in our in-service program, and we focus on ways of solving these problems, irrespective of the color line.

In still another school system, human relations workshops were established for the central office staff, super-

visors, principals, and teachers. These workshops and also the in-service programs in this district, focused on instruction in the techniques of human relations and covered a wide range of behavioral relationships between teachers and students in the classroom.

Programs Emphasizing the Institute Format. Special institutes became a popular technique in those in-service programs designed to solve, or at least lessen, the problems occasioned by school desegregation. The importance attached to the institute technique is indicated by the fact that in 1967 a large number of summer session institutes were conducted by institutions of higher learning. Many of these institutes were supported by Federal grants under the Equal Educational Opportunities Program. Numerous such institutes were also held in local school districts without the inducement of college credit. The content of institutes ranged from language arts to guidance and counseling, from curriculum development to the nature of prejudice. Participants included pre-service teachers, in-service teachers, supervisors, superintendents, and other administrators, and the institutes focused on the educational problems associated with school desegregation. The institutes were specifically designed to:

1. Disseminate factual information;
2. Describe and demonstrate successful classroom techniques;
3. Develop new methods, materials, and curriculum guides;
4. Involve school personnel in transition, and improve their ability to deal with educational problems associated with school desegregation.

For more information, a descriptive listing of 1967 summer institutes, illustrative of the variety of in-service programs, is included in the appendix of this pamphlet.

It has already been mentioned that a number of local school systems utilized the institute approach in an attempt to solve problems occasioned by desegregation. In one Texas school system, two principals and three teachers were sent to a human relations institute at a nearby state university. These five people, upon their return to the local school system, served as leaders in discussion groups arranged within the local teaching staff. Representatives of the staff of the Oklahoma Human Relations Center came to the city for one day, to provide consultation for a city-wide program. As a result, committees of teachers in a local institute program worked to develop local instructional materials for use by all children.

A Florida superintendent felt that institute programs served as "ice breakers" only when astute consultants were used.

> Institute programs serve the main purpose of opening doors to communication. At some later time the participants can arrive at decisions about the school program. Personnel of the central office must realize, however, that desegregation is not the problem of just one department or one level of staff. It takes the cooperation of other categories of personnel, such as transportation, instruction, attendance, health, and maintenance to make the whole thing work. Therefore, in-service programs need to be all inclusive.

One school administrator in Alabama approached the in-service program need by requesting funds for an institute under the Civil Rights Act (P.L. 88-352, Title IV, Section 405). The proposal, as finally designed, included in-service training for both professional and non-professional personnel to improve the quality of educational services. The superintendent explained that, in his professional judgment. ". . . one of the most helpful features of the plan was the inclusion of the non-professional employees of the school system." In this instance bus drivers, custodians, secretaries, and cafeteria staff were included in the institute program.

It was the feeling of the superintendent that these people represented a certain "grass-roots" contact which could be utilized for the support of the school system. In this local institute a bi-racial planning committee was utilized for development, planning, and evaluation.

After the general in-service program was planned, joint meetings of the professional and non-professional personnel of the school system were held for eight days prior to the opening of schools. Liberal use was made of outside consultants as speakers for general sessions, and as consultants to small group sessions. The emphasis of the institute was on the quality of educational opportunity through instructional improvement.

During the following school year meetings of school personnel were held at the rate of one per month. Seven days were set aside during the next summer for continued study and discussion of ways to improve the quality of educational opportunity in the county.

As part of the procedure being followed, a review committee was established to evaluate the direction of the in-service institute. It also had the responsibility of making suggestions about new directions to be considered. In general, this committee had the responsibility for coordinating the in-service program. This bi-racial committee was composed of representatives from schools and from a variety of professional and non-professional assignments.

A Texas administrator suggested that Negro teachers be sent to special and professional meetings and that they be involved in workshops, institutes, conferences, and the like. On the other hand, another Deep South superintendent felt that ". . . one of the big problems in this whole thing is that people think the Negroes need the in-service education and the whites don't; nothing could be more erroneous!"

It was apparent that a variety of approaches and techniques were utilized in the in-service preparation programs as an attempt was (and continues to be) made to implement desegregation plans. It was encouraging to note that great efforts were made toward reducing the impact of problems occasioned by desegregation on the instructional process. Yet it was obvious that no two school systems attempted solutions to their local problems in the same way. On the other hand, there was agreement among school personnel regarding the positive effects of in-service programs; they differed only with respect to the techniques, methods, and approaches used in the in-service programs themselves.

In spite of the differences among the programs, certain principles are inherent in all of them. These principles, drawn from the in-service experiences described in this pamphlet, are included as suggestions to be followed in the development of local in-service education programs designed to overcome instructional deficits associated with school desegregation.

DEVELOPING EFFECTIVE IN-SERVICE EDUCATION PROGRAMS RELATED TO PROBLEMS OF SCHOOL DESEGREGATION

Several factors should be taken into account in planning, developing, and implementing in-service programs. The suggestions which follow are not exhaustive but represent a broad spectrum of relevent ideas based on experience and research. In organizing in-service experiences, superintendents, principals, and planning groups should insure that the program includes:

1. A statement of the purposes of the program;

2. Provisions for sustained interaction among the ethnic groups represented in the school system;
3. The study of problems that worry, disturb, and annoy people;
4. Opportunities for the participants to come into "discussion contact" with business, civic, religious, and educational organizations.
5. Opportunities for participation in special programs of intercultural emphasis;
6. Activities for all school personnel, and not activities designed only for teachers;
7. Community leaders — i.e., business, labor, civic, professional, and educational personnel — as resource people;
8. Opportunities for teachers and other personnel to pool materials, collect facts, and analyze problems and needs related to the changing community and to the changing educational environment;
9. Opportunities for the development of teacher-leaders through attendance at workshops, institutes, meetings, and conferences;
10. The availability to participants of a variety of pertinent literature, audio-visual aids, data retrieval systems, and other materials to provide ready access to the most recent research studies;
11. Meetings during which participants and public agency officers may cooperate in the discussion of mutual problems;
12. Opportunities for teachers to consult with those from other schools where neighborhoods have changed; and,
13. Reasonable hope that because of their participation in the program participants will be able to do better jobs immediately before them.

SUGGESTIONS FOR PLANNING IN-SERVICE PROGRAMS

The suggestions which follow should be of assistance to those who have the responsibility for approving and planning in-service education programs.

1. If the program is a cooperative undertaking and assistance is needed, seek aid from specialists on university and college faculties, university-based "Title IV Desegregation Centers," local public agencies, and local school systems.
2. The structures of in-service programs which follow are listed only as a means of stimulating thought on the part of those who have planning responsibilities; planning groups should not restrict themselves to these alone.
   a. extension classes
   b. workshops
   c. consultant services
   d. practicums
   e. seminars
   f. work conferences
   g. institutes
3. Sufficient work-days should be included in teachers' contracts to provide for necessary and adequate in-service programs.
4. Sound orientation programs should be provided new teachers.
5. Provision should be made for released days for teacher observation of desegregated classes under a teacher of a race different from that of the observer.
6. School personnel, office staff as well as teachers, should be encouraged to attend summer confer-

ences on a desegregated basis.

7. Local summer courses, workshops, and institutes should include studies of intercultural relationships as part of the school improvement program.
8. Desegregated citizen-teacher committees should be appointed to study curricular problems in terms of concerns of the citizens.
9. Desegregated staff committees should be established to develop multi-ethnic curricular materials.
10. Efforts toward improving intercultural understanding through in-service education programs should include provisions for a tentative evaluation of the program at its conclusion.

In addition to the positive considerations to be taken into account in the development and implementation of an in-service education program, a number of cautions were identified. Program planners should avoid the development of an in-service program that:

1. Provides for the staff to be "lectured to" about the problems;
2. Does not provide opportunity for people who have had inter-ethnic experiences to interact with those who have not;
3. Does not allow time for those who have to work in the new situations to "work through" their own feelings;
4. Is devoid of clear purposes and activities;
5. Does not encourage *active* participation;
6. Does not have the support of the school board and administration;
7. Is not built on needs and problems that have been identified within the particular system; and
8. Is too theoretical.

SUMMARY

The planning and implementing of in-service programs are only two of the many administrative tasks facing administrators in desegregating the schools; however, the value of in-service programs is attested to by their effects upon the teachers, the children, and the parents in a given school system.

Because administrators and teachers are concerned that all children receive quality education, efforts must be made to assemble useful information for those who are responsible for the day-to-day teaching of boys and girls. The acquisition of the information by teachers becomes possible through the planned programs of in-service education.

Through the study of practices and experiences of teachers in desegregated schools, much information is now available to school people. An analysis of this information reveals that school administrators and teachers subscribe to the notion that the major efforts toward implementing "quality education with equity" should occur within the formal educational system. Inasmuch as there is little evidence of widespread attention to this concept in the formal preparation programs, increased attention has been given to in-service education programs. In addition, "intergroup education," a program carried on at the local levels by school administrators and teachers, has flourished.[4]

[4] The following national organizations are among those which assist schools by providing curricular materials, special school consultants, and finances for research and cooperative projects in intergroup education: The American Council on Education; The National Education Association and its departments for classroom teachers, social studies, secondary and elementary school principals; The National Conference of Christians and Jews; The Anti-Defamation League; The National Association for the Advancement of Colored People; and The Urban League.

What is needed to bring distant groups of teachers together is some common goal which all accept and which can be achieved only by working together. Such a goal is that of providing each child with the opportunity to succeed and to attain the satisfaction that comes from feeling worthwhile in his own eyes, as well as in the eyes of others. Teachers, working together to attain this goal, are assisted in their aim through the utilization of a variety of techniques secured within a well conceived and cooperatively developed in-service preparation program.

INSTITUTES ON SCHOOL DESEGREGATION, SUMMER 1967

The following pages contain descriptions of special institutes held during the summer of 1967 for in-service personnel. The institutes, supported by funds secured through the U.S. Office of Education under Title IV of the Civil Rights Act (P.L. 88-352), were held on college and university campuses. Although there are differences in the described content of the institutes, the two purposes common to all that they (1) are concerned with the improvement of competence of the participants, and (2) provide opportunities for sustained interaction between white and Negro professionals.

More information and materials about the institutes might be obtained by writing to the directors of the institutes as indicated.

INSTITUTES FOR: Superintendents
Supervisory personnel
Principals
Guidance counselors
Classroom teachers
Student teachers
Other school and school-related personnel

DESIGNED TO: Disseminate factual information;
Describe and demonstrate successful techniques;
Develop new methods, materials, curriculum guides;
Involve school personnel in transition, and improve their ability to deal with educational problems occasioned by school desegregation.

SUPPORTED BY: Grants and Institutes Program
Equal Educational Opportunities Program
United States Office of Education
Legislative authority: P.L. 88-352, The Civil Rights Act of 1964, Title IV, Section 404

ALABAMA

SPRING HILL COLLEGE, Mobile

Director:	Albert S. Foley, S.J. Ph.D., Chairman, Department of Sociology and Psychology
Dates:	June 12 — July 20, 1967
Participants:	Forty from the Mobile and Birmingham areas; priority given to personnel in policy-making positions, and those who are working or will be working in desegregated schools.
Content:	Pertinent sociological, psychological, anthropological, ethical, and educational research bearing on the problems of school desegregation, to develop in the participants a sensitivity to the special problems of the minority child.

ARKANSAS

OUACHITA BAPTIST UNIVERSITY/HENDERSON STATE TEACHERS COLLEGE. Arkadelphia

Director:	Dr. A.B. Weatherington; Professor of Education
Dates:	April 15 - May 28 (weekly sessions) June 12 - 30, 1967 September 4, 1967 - May 30, 1968 (monthly)
Participants:	One hundred-twenty school professional staff from the Gurdon, El Dorado, Sparkman school districts, Arkansas.
Content:	Development of understandings which will motivate participants to secure affective and cognitive solutions to educational problems incident to desegregation in the three school districts.

PHILANDER SMITH COLLEGE, Little Rock

Director:	Neyland Hester, Assistant to the President, Little Rock University.
Dates:	June 5 - 23, 1967
Participants:	Thirty-six graduates of previous institutes at Philander Smith; 24 administrators in bi-racial teams of two from 12 Arkansas school systems.
Content:	The identification of particular problems associated with the school desegregation in each system, and

the preparation of in-service training programs individually designed to meet these problems.

CALIFORNIA

UNIVERSITY OF CALIFORNIA, Bay Area Extension, Berkeley

Director:	Dr. Marie Fielder, Supervisor of Teacher Training
Dates:	June 23 - July 14, 1967
Participants:	Seventy-Seven teacher, counselors, principals, assistant superintendents, and community resource persons from the Richmond, California school district.
Content:	Lectures and group discussions about the nature of prejudice, value systems, civil rights movement, community power structures; field trips, demonstrations, audio-visual presentations; planning of action programs to be implemented during the school year.

FLORIDA

BETHUNE-COOKMAN COLLEGE, Daytona Beach

Director:	Dr. Joseph H. Taylor, Professor of Social Science
Dates:	June 12 - July 22, 1967
Participants:	Eighty school administrators, supervisors, principals, and teachers from central Florida, with preference given to teams.
Content:	Psychological and sociological problems of school desegregation, with emphasis on relevant research concerning, e.g., standardized testing, the Negro family.

FLORIDA STATE UNIVERSITY, Tallahassee

Director:	Dr. Joyce M. Chick, Assistant Professor, Guidance and Counseling
Dates:	June 19 - August 5, 1967 December 6 - 8, 1967
Participants:	Thirty guidance counselors from the north Florida area will be working in desegregated schools during the 1967-68 school year.
Contents:	Study of "Sociology — Race and Culture," practicum in interracial group processes, case study development, attitudinal groups.

UNIVERSITY OF MIAMI, Coral Gables

Director:	Mark Adams, Consultant, South Florida School Desegregation Consulting Center
Dates:	June 12 - July 21, 1967
Participants:	Eighty teachers from newly desegregated schools in the South Florida area.
Content:	Course study in "Problems of a Multi-Cultural Environment." "Teaching in a Multi-cultural Classroom"; practicum — teaching in a desegregated classroom; small group seminar organization.

GEORGIA

CLARK COLLEGE, Atlanta

Director:	Dr. Jonathan Jackson, Professor of Philosophy and Religion.
Dates:	June 12 - July 14, 1967
Participants:	Forty counselors and teacher-counselors from Georgia school districts.
Content:	The dramatic ideas and modern American society; analysis of the social structure of Negro minority groups, the effects of deprivation, problems of teaching minority groups, and problems in the educational and vocational guidance of Negro youth.

PAINE COLLEGE, Augusta

Director:	Dr. George King, Chairman, Division of Social Science
Dates:	June 12 - July 14, 1967
Participants:	Fifty teachers, guidance personnel, and school administrators from Georgia and South Carolina.
Content:	The historical basis of segregation, the effects of cultural deprevation, analysis of the socio-cultural structure of the Negro minority group, faculty desegregation, human relations skills and their relation to the administrative process.

ILLINOIS

ILLINOIS TEACHERS COLLEGE CHICAGO-NORTH, Chicago

Director:	Dr. Armin Beck, Associate Professor

Dates:	June 1 - 14, 1967
Participants:	Sixty-four; eight from each participating community, representing the superintendency, counseling, curriculum, school board, Human Relations Commission, PTA, and college faculty interests.
Content:	Sensitivity training in minority concerns, curriculum of public schools, community and school relationships; development and testing of desegregation models for participants' communities.

LOUISIANA

INTERINSTITUTIONAL COUNCIL FOR EDUCATIONAL DEVELOPMENT: TULANE, XAVIER, DILLARD, LOYOLA UNIVERSITIES, ST. MARY'S COLLEGE, New Orleans.

Director:	Dr. Glenn Hontz, Associate Professor of Education, Tulane University
Dates:	June 5 - July 14, 1967
Participants:	One hundred twenty-five supervising teachers and principals of schools receiving student teachers in New Orleans.
Content:	Understanding and skills needed for the desegregated school and how to develop them in the student teacher.

NEW YORK

STATE UNIVERSITY OF NEW YORK, Albany

Director:	Dr. John A. Either, Professor of Education
Dates:	August 1, 1967 - June 30, 1968 (including follow-up)
Participants:	Twenty-five regular school teachers newly appointed by the Mount Vernon, N.Y. school district; 20 seniors from the State University of New York at Albany; 10 seniors from the State University of New York at Plattsburg.
Content:	Three parts: a two weeks' seminar for all participants dealing with the particular problems of the minority group child in the inner city school; a "continuing experience" involving a maximum of ten days of individual follow-up over a period of ten months; a student teaching program for pre-service partici-

pants; teaching in inner city schools during the first semester of the senior year.

STATE UNIVERSITY COLLEGE, Brockport

Director:	Dr. Andrew D. Virgilio, Principal, Brockport Campus Demonstration School
Dates:	July 10 - 31, 1967 October 21, 1967 November 18, 1967 February 5 - 9, 1968 May 4, 1968
Participants:	Thirty teachers from Rochester and Monroe County.
Content:	The development of instructional techniques procedures and practices that facilitate school desegregation. Guided observation and discussion of desegregation classes in the Campus Demonstration School.

STATE UNIVERSITY OF NEW YORK, Buffalo

Director:	Dr. Troy V. McKelvey, Assistant Professor of Education
Dates:	August 7 - 18, 1967
Participants:	Seventy-five administrators from Buffalo and surrounding areas.
Content:	The sensitization of administrators to the problems of school desegregation and the application of constructive recent thinking to the solution of urban problems.

NORTH CAROLINA

ST. AUGUSTINE'S COLLEGE, Raleigh

Director:	Dr. William A. Gaines, Professor of Sociology
Dates:	June 19 - July 14, 1967
Participants:	Eighty guidance counselors and elementary and secondary school teachers from North Carolina, planning to teach in desegregated schools.
Content:	Problem Analysis, test interpretation, vocational guidance, counseling technique, personality assessment and development. Pertinent material from cul-

tural anthropology, sociology, social psychology, and educational methodology, as relevant to educators in a multi-cultural school.

SOUTH CAROLINA

CLAFLIN COLLEGE, Orangeburg

Director:	Mr. Leonard Buxton, Assistant Professor of Psychology
Dates:	June 19 - July 21, 1967
Participants:	Forty elementary and secondary school teachers, guidance personnel and administrative personnel chosen on a team basis from representative school districts in South Carolina.
Content:	Exploration of means of securing community support for programs of desegregation, development of participant readiness for the desegregation process.

TENNESSEE

KNOXVILLE COLLEGE, Knoxville

Director:	Dr. Ralph Martin, Professor of Education and Director of Technical Teaching Center
Dates:	June 12 - July 21, 1967
Participants:	Sixty teachers in desegregated teams of language arts teachers from twelve school districts, preference given to western Tennessee.
Content:	Psychological, sociological, and anthropological, principles in the improvement of teaching; consideration of human variability; the use of team teaching to prepare language arts instructional units based on programmed learning applied to reading, writing, speech.

TEXAS

UNIVERSITY OF ST. THOMAS, Houston

Director:	James R. Noland
Dates:	July 17 - August 11, 1967
Participants:	Sixty supervising teaching and twenty student teachers from the Houston area
Content:	Study in a laboratory and seminar situation with

200 students from the "poverty" sections of Houston, to critically study educational problems of the desegregated classroom and develop skills and techniques for their solution.

VIRGINIA

ST. PAUL'S COLLEGE, Lawrenceville (in cooperation with the University of Virginia)

Director:	Dr. Robert H. Hatch, Director, Summer Session
Dates:	July 24 - 28, 1967, with continuous follow-up
Participants:	Fifty-five school personnel and community leaders from an eight-county area in southside Virginia.
Content:	An explanation of problems occasioned by desegregation and a review of the patterns of progress within the state.

VIRGINIA STATE COLLEGE, Norfolk

Director:	Dr. Theresa R. Love, Professor of English
Dates:	June 12 - July 24, 1967
Participants:	Thirty-six teachers of the humanities in desegregated schools.
Content:	Improvement of teacher attitudes toward desegregation and broadening of their knowledge of the contributions of selected ethnic groups to the humanities laboratory and individual consultation periods.

WASHINGTON

SEATTLE UNIVERSITY, Seattle

Director:	Dr. Ralph K. O'Brien, Associate Dean, School of Education
Dates:	June 17 - July 28, 1967
Participants:	Ninety participants in teams of five from each of eighteen Seattle schools which will receive students from the inner-city schools.
Content:	Training, both academic and field, in teaching children from the inner-city and becoming familiar with the community from which the children come. Development of teaching materials by staff and participants.

This is the fifth in a series of pamphlets concerned with problems associated with school desegregation. The Phi Delta Kappa Commission on Education and Human Rights is responsible for the publications and includes this effort as one of a number of approaches to the amelioration of educational disparity in our time. Previous publications include:

1. Planning and Preparing for Successful School Desegregation;
2. Effective Teaching in the Desegregated School;
3. The Beginning Teacher in the Inner City School: A Dialogue;
4. Patterns and Practices of Faculty Desegregation;

and they are available from Phi Delta Kappa International
Eighth and Union Streets
Bloomington, Indiana 47401

Pamphlets currently in preparation and soon to be available are:

1. Patterns of School-Community Cooperation in Desegregation;
2. Promising Practices in Administering the Desegregated School;
3. An Analysis and Assessment of Research Studies on School Desegregation and Racial Isolation.

CENTERS FOR TECHNICAL ASSISTANCE

The United States Office of Education also supports twelve continuing resource centers at colleges and universities. Each provides full-time consultative assistance on a year-round basis to school systems. These centers also conduct summer activities of various descriptions, in keeping with their purpose of aiding school personnel to overcome problems occasioned by school desegregation. For information concerning the continuing services and functions of these centers contact the directors listed below.

ALABAMA

Dr. John Lovell, Director
Center to Assist in the Problems of Desegregation
Auburn University
Auburn, Alabama 36830

Dr. David Bjork, Director
Intercultural Center for Southern Alabama
University of South Alabama
Mobile, Alabama 36608

DELAWARE

Dr. Ralph Duke, Director
Educational Consulting Center for School Personnel
University of Delaware
Newark, Delaware 19711

FLORIDA

Dr. Michael Stolee, Director
South Florida School Desegregation Consulting Center
University of Miami
Coral Gables, Miami 33146

Dr. Frank Banghart, Director
Resource Center for Solving Problems Related to School Desegregation
Florida State University
Tallahassee, Florida 32307

GEORGIA

Dr. Morrill M. Hall, Director
Consultative and Resource Center for the Solving of Problems Caused by School Desegregation
University of Georgia
Athens, Georgia 30602

KENTUCKY

Dr. James Beck, Director
Western Kentucky Human Relations Center for Education
Western Kentucky University
Bowling Green, Kentucky 42101

MISSISSIPPI

Dr. James McPhail, Director
Center to Assist in the Problems of Desegregation

University of Southern Mississippi
Hattiesburg, Mississippi 39401

NORTH CAROLINA

Dr. William A. Gaines, Director
Educational Leadership and Human Relations Center
St. Augustine's College
Raleigh, North Carolina 27602

OKLAHOMA

Mr. Joseph Garrison, Director
Southwest Center for Human Relations Studies
University of Oklahoma
Norman, Oklahoma 73069

TENNESSEE

Dr. Frederick P. Venditti, Director
Equal Educational Opportunities Planning Center
University of Tennessee
Knoxville, Tennessee 37916

TEXAS

Dr. Clifton M. Claye, Director
Center for the Solution of Problems Associated with School Desegregation
Texas Southern University
Houston, Texas 77004

VIRGINIA

Dr. James H. Bash, Director
Consultative Resource Center on School Desegregation
University of Virginia
Charlottesville, Virginia 22903